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ABSTRACT

This document on Courses of Pre-Vocational Education (CPVE) in Great Britain includes two parts and two appendices. Part 1 provides the basic principles of prevocational education, particularly as they are included in the CPVE framework. It discusses the background of CPVE, including prevocational education, the CPVE framework, what and how students should learn, and accreditation and progression in CPVE. Part 2 provides a guide for implementing CPVE. It includes information on managing the course; designing the course; operating the course design with specific information on learning objectives and assessment, assignment design, guidance and counseling, and progression; and evaluating the course through course design and implementation. Examples used in Part 2 are from business and administrative services courses. Appendix 1 provides a summary of CPVE specifications. Appendix 2 lists 12 sources of further information about CPVE. (CML)

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IMPLEMENTING CPVE

Practical advice on designing, operating and evaluating CPVE

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IMPLEMENTING

CPVE

Practical advice on designing, operating and evaluating CPVE

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INTRODUCTION

Intended readership

This publication is intended primarily for those who are responsible for operating CPVE or related courses, particularly classroom teachers, course team members and co-ordinators, whether they are complete newcomers to CPVE or very experienced. It is hoped that it will also prove useful to institutional managers and advisers. Since it deals with issues which relate to the management of any type of educational course, it may also be of interest to a wider educational audience.

Content and structure

The publication assumes that those involved in CPVE need, first and foremost, an understanding of the basic principles of pre-vocational education, particularly as these are embodied in the CPVE framework. This is what Part 1 seeks to do. The discussion concentrates on principles rather than on the details of the specifications. It is assumed that the reader is familiar with the CPVE specifications; for the benefit of those new to CPVE, an outline of the specifications applicable from September 1989 is provided in Appendix 1. Part 2 offers practical advice on how best to operate CPVE in the light of the discussion in Part 1.

It should be noted that the nature of each section is different. Part 1 is concerned with theory and principles, whereas Part 2 offers advice on practical matters, and the Appendices are purely factual information. Part 1 begins with a brief outline of pre-vocational education, which is then elaborated in the account of the CPVE framework. Part 2 deals with the same themes, but in the still greater detail of practical application.

The examples which illustrate the text are taken mainly from the same vocational area, Business and Administrative Services, which allows the reader to see the connections between the examples. Thus, the examples of schemes of work are derived from the year plan example, and the assignments examples illustrate the treatment of the topics covered in the scheme of work.

Changes in the CPVE specifications

The CPVE specifications were modified from September 1989, in the light of the 1987/8 National Evaluation (see Appendix 1). The modifications do not affect the basic principles of CPVE; they are primarily concerned with the detail of the specification: course hours, assessment procedures, and the specification of vocational modules.

How to use this publication

As a general introduction to CPVE, read Part 1, referring to Appendix 1 as necessary. For designing, running or evaluating a CPVE course, read Part 1 followed by the relevant section of Part 2.

Paul Coates
Development Officer
Further Education Unit

Part 1

UNDERSTANDING CPVE

This section discusses the nature of CPVE. It begins by explaining what pre-vocational education is, and then shows how those principles are embodied in the CPVE framework. It is an attempt to explain the reasons and purposes underlying the CPVE specifications, rather than the specifications themselves which can be found elsewhere (Appendix 1). Similarly, the practical implications of the CPVE framework are not dealt with here, but in Part 2.

PRE-VOCATIONAL EDUCATION

In order to understand what pre-vocational education is, it is useful to contrast it with academic education and vocational education. It should be stressed that there are no hard and fast distinctions between different types of education. All attempt to prepare young people for adult working life, but each does so with different emphases and from different perspectives.

Academic education

Academic education is the type of learning which takes place in universities and polytechnics. It is essentially abstract and theoretical, an attempt to develop knowledge and understanding of the world about us. Secondary education in Britain is strongly influenced by academic education. 'A' levels are primarily a preparation for academic study in higher education. They, like GCSEs and the National Curriculum, mirror traditional academic subjects, and are intended to help young people understand the world through reasoning, theorising and discussing ideas. There is a strong emphasis on reading and written work because this is the way in which academic knowledge is developed.

Academic education is valuable because it helps people to adopt an informed and rational approach to all areas of their lives. However, academic education also has its limitations. One is that students can find it difficult and remote, seemingly unrelated to their immediate lives and interests. Accordingly, GCSE and the National Curriculum try to emphasise the practical and everyday application of academic knowledge. Another limitation is that it does not deal directly with the vast array of practical, social, organisational, moral, aesthetic and other accomplishments which are needed in life. For this reason, the secondary school curriculum includes much more than academic education, but it remains true that in GCSE and 'A' level it is heavily slanted towards the academic.

Vocational education

Vocational education prepares people to perform a particular job, or type of job. It is primarily focused on the requirements of the job, on what people need to be competent in a particular form of employment. However, job competence also requires a broad general education — again, there is no sharp dividing line between vocational and other forms of education.

Pre-vocational education

Pre-vocational education is not based on academic traditions and the entry requirements of higher education, or on the requirements of certain types of employment. Instead, it is based on a consideration of what young people need to prepare them for adult life and work in general. Thus, it contains a wide-ranging 'core' of skills and knowledge, together with the opportunity to investigate and begin to learn about particular types of employment. Pre-vocational education recognises that many traditional forms of education frustrate and fail many learners. It therefore attaches great importance to the process of education as well as its content. It seeks to help students to learn

by providing individual guidance and counselling, by tailoring learning programmes to students' individual needs, and by enabling students to learn through experiences and activities. It stresses that assessment must support learning by being positive and supportive and informative.

Origins and development of pre-vocational education

There are different types of pre-vocational education. CPVE developed from initiatives in the 1970s which were concerned to make education more directly related to adult life and employment, particularly for those young people who wanted to stay on in education beyond the age of 16 but for whom neither GCE nor vocational courses appeared suitable. CPVE is both a course and a qualification. When it was first introduced, CPVE was usually offered as both, and seen as an alternative to GCE or vocational courses. However, CPVE also allowed students to prepare for other qualifications within the CPVE course, and there has come to be an increasing interest in using CPVE as a course design (a 'curriculum framework') of value to students preparing for qualifications other than CPVE. Thus, today it is not unusual to find that CPVE is the course taken by all the one-year sixth form students in a school, although some of them will be concentrating on GCSE or RSA rather than the CPVE qualification. This practice is now also being extended to two-year 'A' level studies, following recent modifications of the CPVE specifications.

YTS can also be regarded as pre-vocational education. Its distinctive feature is that it is based in the workplace rather than in full-time education. Accordingly, there is an emphasis on both the vocational qualifications and the broader skills and knowledge appropriate to all aspects of adult life.

TVEI, a curriculum framework intended to equip young people for working life in a rapidly changing society, is closely related to pre-vocational education. It applies to students in full-time education between the ages of 14 and 18. It is not a qualification but a curriculum framework, a set of principles about how education should be designed and delivered.

Similarly, the BTEC and City and Guilds Foundation Programme provides a means of structuring the secondary school curriculum in pre-vocational terms for 14- to 16-year-olds.

THE CPVE FRAMEWORK

A curriculum framework

The CPVE specifications are a framework of principles about the content and processes of education. Members of the course teaching team therefore have to design their CPVE course within this framework. There are two aspects to these principles: what the students should learn and how they should learn. The two are closely connected because learning difficulties are often caused by students being unable to see the point or relevance of what they are being asked to learn.

What students should learn

A core of skills and knowledge for adult life

In preparation for adult life and work, young people need a general knowledge and understanding of the world. CPVE offers students a very wide-ranging 'core' which is much broader than the traditional academic curriculum. It stresses not only the practical application of knowledge, but also the development of practical and social competences. It also places importance on fostering qualities of character and personality: initiative and resourcefulness in tackling problems, and effectiveness in presenting oneself to others and in dealing with other people.

Vocational Studies

An important aspect of the transition from school to adult life is identifying a future career. Since students are often undecided, and uninformed, about the type of career they might be interested in, they should be able to learn about career opportunities. Even those students who have made a definite career decision can benefit from this type of learning. It allows them to ensure that it is an informed, considered decision in accord with their real interests and not one simply based on pre-conceived beliefs, or parental expectations, or sexist conditioning. This is particularly important for women students, who, in response to the role models and stereotypes they see all around them, so often unconsciously assume that they are interested in non-technical jobs, and in being nurses rather than doctors, and secretaries rather than managers.

Vocational Studies is divided into sets of learning objectives termed 'modules': Introductory, Exploratory and Preparatory Modules.

Introductory and Exploratory Modules

The 'Introductory Modules' allow students to find out in general *introductory* terms about a broad area of employment, after which the 'Exploratory Modules' enable them to *explore* the chosen area in more detail as their career interests become more focused.

Preparatory Modules

Once students are certain of their career interests, they may well want to *prepare* for that career by beginning to learn specific vocational skills and knowledge, such as bookkeeping or word processing. These are the 'Preparatory Modules'.

These Vocational Studies modules can be provided in different ways. Students can begin with Introductory Modules, perhaps sampling several, and as their interests begin to focus on certain vocational areas, take Exploratory Modules followed perhaps by

Preparatory Modules. For students who are sure, perhaps rightly, of their career interests, it may be appropriate to offer Preparatory Modules from the beginning of the year and achieve the Introductory and Exploratory aims in the course of the Preparatory Modules.

Additional Studies

'Additional Studies' are timetabled components within the CPVE course which are optional for the student. Sometimes, they take the form of recreational and leisure activities. Often, Additional Studies is used for students to study for GCSEs or other qualifications, although this can lead to anomalies as discussed below.

How students should learn

Pre-vocational education seeks to enable all students to learn to their fullest potential. There are several aspects to this.

Expectations

The teacher's expectations of what the student can achieve are, arguably, more influential than anything else in determining the student's attainment. They will shape the student's own expectations and attitudes, and will tend to become self-fulfilling prophecies. For this reason, it has always been stressed that CPVE should not be regarded as a course for lower achievers because to do so would label the students as comparative failures before they had even begun the course. Furthermore, the curriculum principles of CPVE are clearly of value for all young people in transition from school to adult life, irrespective of their prior achievement. The recent trend towards using CPVE as a framework for a variety of qualifications is therefore a welcome and positive one, which should enable teachers to make the most of CPVE's potential to facilitate learning where more traditional forms of education may have failed to do so. Of course, teachers will need to be alert to the danger of students being stigmatised and streamed *within* CPVE according to which qualification they are taking. In the case of lower-achieving students, who may have become discouraged in their studies by teachers who may have become undemanding, it is vitally important to present the new environment of CPVE very positively and to expect hard work, high standards and considerable achievement from both students and teachers.

Relevance and integration

A person's learning capacity increases dramatically when they can see the relevance and point of what they are trying to learn. Thus, students need to see that what they are learning is directly related to their individual needs and interests. Not only should the core learning be clearly related to everyday life, but core knowledge and skills can be learnt within the vocational studies, since the students' own future careers are particularly of relevance and interest to them. Thus students can improve their numeracy as part of learning stock control, and learn science through beauty therapy.

Individual learning programmes and negotiation

Nonetheless, different students will have different interests and needs. The only way to ensure that all students are learning things which are individually relevant to them is to enable them to have learning programmes which are, in certain aspects,

individually tailored to their specific needs. This is something they have to negotiate, to discuss and agree, with the teacher, and the CPVE programme needs to be designed in such a way as to allow this type of flexibility. Negotiation is important in any case because it gives students some sense of control and ownership of their activities. The learning activities and the assessment of the learning should also be negotiated.

Guidance and counselling

Effective learning is, in part, a matter of consistent interest and guidance from the teacher. What is required is regular, planned and detailed personal guidance and counselling for each student on an individual basis. Students may need help and guidance in other aspects of their lives which affect their studies. In such cases it is important that the teacher or pastoral tutor is able to refer the student to the appropriate agency, which may well be external to the school or college.

Active learning and experiential learning

To keep the students' motivation, learning must be interesting. Students should learn by being able to carry out tasks for themselves rather than by passively listening to the teacher and writing notes. They should also be provided with experiences through which they learn: work experience, residentials, visits, simulated work situations, role play, projects and similar activities.

Supportive assessment

Assessment is needed for several reasons:

- to identify what students have already learnt and to identify what needs to be learnt;
- to monitor progress in learning;
- to record the students' final attainment at the end of the course so they are able to trade on their attainment to progress to further courses or employment;
- to monitor the effectiveness of the teaching and the course.

Fundamentally, there are two ways in which assessment can be carried out. One is to use standardised assessments such as tests, exams and moderated pieces of coursework. Thus, for example, one might interpret communication skills as English Language GCSE. The value of standardisation in assessment, as with standardisation in other fields, is that it helps people to understand what is being discussed. Just as standardised units of measurement make it easier to understand descriptions of size and quantity, so GCSE English Language provides an interpretation and measurement of communications skills which is common to all teachers who are familiar with the exam and coursework.

The disadvantage of standardisation is that it is restrictive, precisely because it standardises the subject under discussion as one particular thing rather than as anything else. This is the disadvantage of GCSE. It standardises communications skills as being some particular skills and excludes others. Skills in sales technique, in telling jokes, or in body language might be excluded from the GCSE and go unrecognised and undeveloped in the students.

Profiled assessment

Accordingly, and particularly in pre-vocational education, there has been much interest in recent years in developing alternative

forms of assessment which do not restrict the user to a standardised interpretation of the quality being assessed. The essential idea behind them is that instead of using a standard benchmark, one should assess the student's work by describing in words the nature of the achievement, just as references, testimonials and reports describe a person's strengths and achievements simply by using descriptive prose. A further advantage of profiled assessment is that it avoids notions of pass or fail, notions which prove very discouraging for those labelled 'fail' and thus inhibit learning. Instead, profiled assessment seeks to show positively and supportively what the student has learnt.

Early types of this non-standardised form of assessment were called 'profiles' and the original CPVE profile was an example. The CPVE profile was based on a 'bank' of one-sentence descriptions, the user selecting the sentences which best described the student's skills and achievement. For example, five hierarchical sentences were available to describe a student's skill in reading. But, in time, it became apparent that a single sentence was too short and terse to describe something as complex as reading skills. For example, the core profile statement 'Can analyse and interpret written information' could have referred to analysing and interpreting a fire notice or a PhD thesis. It did not indicate any particular degree of ability in reading and comprehension because it did not identify any specific type of written information. Its use for all the purposes of assessment, for diagnosis, planning, monitoring and reporting, was therefore severely limited.

Core assessment

The revised CPVE core assessment, from September 1989, no longer employs ready-made sentences. Instead, it leaves the student and teacher free to describe achievement in their own words. This mirrors a general trend in this form of assessment, most noticeable elsewhere in the DES-sponsored records of achievement movement. Indeed the new CPVE core assessment is in effect a type of record of achievement. As is customary with records of achievement, there is a given structure within which the prose descriptions are made: the user should describe five main types of core learning in the context of vocational activities. The documents are called 'Module Summaries' — record of achievement summaries of what students have done and learnt in the vocational modules.

The principal value in profiled assessment is that it encourages regular review and planning discussions between the teacher and individual students: it provides a means of managing learning. If this is to be effective, however, it is important that the learning identified in assessment, whether for diagnosis, monitoring, planning or reporting, is identified as precisely as possible. General descriptive statements are not likely to do this; instead particular, specific pieces of work need to be identified as exemplifying the type of learning under discussion. The ways in which this can be managed are discussed in Part 2.

The portfolio

For reporting purposes, pre-vocational education also deploys another method of indicating student achievement: not to report in general descriptive terms, but to provide examples of actual work and specific accomplishments. In CPVE this is the function

of the portfolio. It is a particularly valuable document because it allows admissions tutors or employers to make their own assessment of the student's achievement, although the degree to which they will be able to do so will depend very much on how the portfolio is assembled.

Assessment of preparatory modules

The assessment of vocational modules is being modified to bring it into line with NCVQ specifications, which require vocational qualifications to take the form of units of competence accompanied by performance criteria.

Accreditation and progression

Progression

The term 'progression' is used in two ways. It can mean the progress which students make in their learning while on a course, or it can mean progressing from the end of the course to a higher level course or employment. Progression in this second sense has been a particular issue for CPVE since it is an unusual type of qualification.

Accreditation

Normally, a qualification indicates that a student has reached a specific level of achievement, such as GCE 'A' level or RSA Stage 1, although the certificate indicates little or nothing about what the level may be. In keeping with its philosophy of recognising all levels of achievement rather than labelling different ones as pass or fail, the CPVE qualification does not designate any particular level of achievement. Instead, the CPVE seeks to indicate a student's achievement, whatever level it may be, by displaying it in various documents rather than simply certificating it. The Preparatory Modules are an exception to this, since they are pass/fail qualifications.

Progression difficulties

Because a CPVE does not indicate any particular standard of attainment, many employers and further education admissions tutors have, regrettably, been reluctant to recognise it as an entry qualification. Whereas other qualifications, such as 'O' levels, provided them with a ready-made, if narrow, means of differentiating between students for selection purposes, the CPVE required them to examine students' work for themselves according to much broader criteria.

Plainly, schools and colleges offering CPVE have an obligation to their students to ensure that they will be able to make appropriate progression from the course in recognition of their achievement. Two main methods have been used to try to achieve this. One is to negotiate 'local progression agreements' between the CPVE scheme and local further education colleges. The details of this approach are discussed in detail in Part 2. The other method is to accredit students' achievement by other qualifications such as GCSE or BTEC units — something which is permitted within CPVE framework.

FRAMEWORK OR QUALIFICATION?

CPVE is thus both a framework, a set of principles concerning how a course should be designed and run, and a qualification, something which attests student attainment. There is now a growing interest in using CPVE as a framework for a wide variety of qualifications, particularly GCSE. Thus, it is not unusual to find schools in which CPVE is now the only one-year sixth form course, although within that course some students will be primarily interested in GCSE whilst others will be concentrating on the CPVE. There are also examples of two-year 'A' level courses operating within the CPVE framework. This use of CPVE achieves two benefits simultaneously. It offers an enhanced form of GCSE-mature or 'A' level course because these are then operated within the CPVE principles of active learning related to adult life and work, negotiated learning programmes based on guidance and counselling, and the gradual focusing of vocational intentions. At the same time it deals with the problems which arise when CPVE is offered in competition with other courses. CPVE students are no longer stigmatised as lower achievers with all that implies for their likely success, and there is no need for difficult decisions about whether students should take a CPVE course or a GCSE resit course. All the students are CPVE students and work towards the qualifications appropriate to them individually.

When CPVE is used as a framework for offering a wide variety of qualifications it is important that those other qualifications are not seen simply as Additional Studies, but rather as simply an alternative way of certificating CPVE Core and Vocational Studies. Otherwise, a highly anomalous situation develops in which the content of the Additional Studies may be very similar or identical to the Core or Vocational Studies: GCSE English must be closely related to the Core area Communication, and BTEC units may be indistinguishable from Preparatory Modules. There is a danger that in such cases Additional Studies simply becomes a part of the CPVE course where pre-vocational principles are suspended and replaced by traditional forms of teaching and learning.

If CPVE is to be used as a framework in which students can obtain other qualifications, then it must function as a pre-vocational means of studying for such qualifications. This would mean that the work which students did in the main part of their CPVE course would count towards GCSEs and BTEC or NVQ units.

Part 2

CPVE IN PRACTICE

This section considers how to put CPVE into practice, in the light of the issues and principles discussed in Part 1.

MANAGING THE COURSE

Since a CPVE course needs to be designed, managed and monitored by various people working in co-ordination, it is important to begin with appropriate management arrangements.

The co-ordinator

It is useful to have a co-ordinator who has overall responsibility for the course, and deals with the day-to-day administration. This would probably include convening and chairing the course team meetings, and ensuring that the decisions taken at those meetings are put into effect. The co-ordinator needs to have a close involvement with the course and the students, preferably through having a substantial teaching commitment on the course, and perhaps through being a personal tutor to a group of CPVE students. The co-ordinator also needs to be someone of sufficient experience and personal effectiveness to be able to co-ordinate staff, to deal with administrative problems and to secure adequate resources.

Course team meetings

Since a CPVE course is not a collection of self-contained subjects but a programme of interrelated and co-ordinated learning activities, the teachers involved in the course need to be able to meet regularly in team meetings. The team meetings are needed:

- to decide on the overall course design (the structure of the course, the relationship between core and vocational components, the year plan, timetable slots, schemes of work etc);
- to agree and then regularly co-ordinate each teacher's contribution to the course (for instance, to agree who will produce certain assignments and teaching materials);
- to monitor the course (considering, for example, whether students are being offered appropriate activities or whether the course design should be modified or rescheduled);
- to discuss practical arrangements such as visits, special events, work experience placements and assignments involving timetable changes;
- to review student progress;
- to identify staff development needs, which might be met either through courses and seminars or through the experience of being involved in the discussions and work of course team meetings.

Such co-ordination can be achieved to a limited extent through brief conversations in the staffroom, but a much more efficient arrangement is to have properly conducted meetings in a separate room and at a time when all, or most, of the teaching team are able to attend. To be properly conducted, the meeting needs the following features:

- **Notification**
  A memo, notice or announcement notifying all the team members of the date, time and place of the meeting.

- **An agenda**
  An agenda is needed to structure the meeting, even if it is only a simple one written on the board at the start of the meeting.
- **An efficient chair**
  The meeting needs to be chaired in such a way that the discussion of each item is kept brief, to the point and focused on reaching a decision, although it is important that the chair does this with tact and with sensitivity to the contribution each member wishes to make. The chair should also ensure that all the agenda items are covered within the time available.
- **Minutes**
  It is important to have a record of what was decided at the meeting, so that everybody knows exactly what action they have to take. All that is required is a brief note of what is decided under each agenda heading, perhaps hand-written at the meeting so that it can be photocopied and circulated immediately afterwards.

Figures 1 and 2 illustrate some of these features.

Figure 1

MEMO

From: Hilda Ransford
(CPVE Co-ordinator)

To: CPVE Course Team
21 September 198–

Next week's course team meeting will take place on Wednesday 26 September at 4.00pm in Room 107. Please be sure to arrive promptly because we have to be out of the room by 4.30pm.

AGENDA

CPVE TEAM MEETING
26 September 198–

1 APOLOGIES

2 PREVIOUS MEETING (Minutes, Matters Arising)

2 STUDENTS (Carolyn Sears, Ali Khan)

3 INTRODUCTORY MODULE EXHIBITION

4 SCHEMES OF WORK / YEAR PLAN

5 AOB

Figure 2

MINUTES
(Action underlined)

CPVE TEAM MEETING
26 September 198–

1 APOLOGIES
BD unable to attend (on interview panel for new post).

2 PREVIOUS MEETING
Minutes accepted with one correction: (Item 5) Students wanting bus passes should see office staff, not PT.

New locker keys (Item 3) still not arrived; HR will chase up.

Timetable clash on Mon 11.00 am (Item 6): Confirmed that Group 1 should be in Room 106, and Group 2 in Room 221.

2 STUDENTS (Carolyn Sears, Ali Khan)
Carolyn (absences, uncooperative): home difficulties (further details in confidence from Group Tutor). Carolyn working part-time, looking after younger brother. PR (Group Tutor) referring her to College Student Adviser, in touch with social worker. Agreed that all staff must be patient and understanding while problems being sorted out; absences unavoidable.

Ali (lateness, uncooperative): particular problems in JS's class but not with other staff. HR will see Ali and JS before next meeting.

3 INTRODUCTORY MODULE EXHIBITION
Agreed: exhibition to be held Wed-Fri, 3-5 Oct in Hall. HR to see caretaker about lights and tables. JS to collect photographs. TV/video not available. KF to get display boards by 2 Oct.

4 SCHEMES OF WORK / YEAR PLAN
Agreed that second activity in year plan (Office Organisation) should now last 3 weeks (8-26 Oct). All assignment instructions for Off. Organisation now complete except Business Procedures — JS will bring to next meeting — HR to sort out collation and reprographics.

5 AOB
Student representatives to be invited to next meeting — HR and PR to arrange.

The moderator

The moderator should be regarded as a valuable source of external advice and support. Although it might be tempting to present only the best possible image of the CPVE course to the moderator, it likely to be more useful to treat the moderator as a fellow professional who can offer an objective and detached discussion of the course's problems and limitations as well as its successes.

Staff development

A key aspect of course management is ensuring that staff have the opportunities to develop the skills and knowledge needed for their work. This is particularly true of CPVE since it is in numerous ways a radical and demanding departure from traditional forms of teaching and learning.

Scheme management group

In addition to the co-ordinator, who is responsible for day-to-day matters, it is useful to have a more senior committee which meets occasionally to consider general issues affecting the course. These might include the role of CPVE within the institution, resource allocation, and management issues such as interdepartmental co-ordination. The scheme management group can also undertake an annual review of the course, and serve as a forum for involving local employers in the scheme.

DESIGNING THE COURSE

The components and Additional Studies

Essentially, the CPVE course is made up of Core, Vocational Studies and Additional Studies. As discussed on p12, it is important that Addition Studies are genuinely additional and not in fact a different way of providing core and vocational studies. In many CPVE schemes a part of the timetable is designated 'Additional Studies', and is used to prepare students for other awards such as GCSE English and Maths. But these are, strictly speaking, not additional studies. English and Maths (Communication and Numeracy) are central parts of the CPVE Core. GCSE is a different way of recognising student achievement, not a different curriculum content. Because forms of certification additional to CPVE may impose curriculum requirements additional to the CPVE programme, it may be convenient to timetable some sessions which are specific to the additional certification. But ideally, the coursework and other requirements of GCSE, or of other awards such as BTEC First units, would be met within the mainstream CPVE learning activities. GCSE is much more amenable to this form of integration than the previous GCE 'O' level. For example, the coursework requirements for GCSE English can be interpreted in such a way that essays become project reports and publicity leaflets within Vocational Studies, and similarly studies of literary texts can become studies of text related to the vocational project. This is not to suggest that 'English' should be limited to a narrowly instrumental interpretation, as though students would only learn about 'English for Business Purposes'. It is to suggest that students may find it easier to learn about the features of language if the language is set in a context which is naturally of interest to them: studying the alliteration, rhythm and imagery of advertising language may provide students with an entry to the appreciation of poetry.

Integrating the components

Since the distinctive feature of CPVE is that it is a form of education designed from the point of view of the students, the task of course design must begin by considering the needs, interests and perceptions of the students. The CPVE framework specifies the course components, but what needs to be decided is how to present this to the students. It should not be assumed that because the three main components of the framework are the Core, the Vocational Studies and the Additional Studies, the timetable should necessarily be made up of slots labelled 'Core', 'Vocational Studies' and 'Additional Studies'. Indeed, part of the fundamental rationale for CPVE is that many students find education difficult and remote from their interests when it is presented in traditional subject divisions. A CPVE course presented as 'Communications' and 'Numeracy' Core areas is likely to repeat this problem rather than avoid it. The primary purpose of the CPVE framework is to allow teachers to devise courses which their students will regard as interesting and relevant to their needs. The issue therefore is to decide in what ways the components should be combined and presented.

In principle, there are perhaps two fundamental ways in which a CPVE course could be presented: in vocational terms or through various themes.

The vocational CPVE

Implicit in the CPVE framework is the view that students will find their future career possibilities a relevant and interesting focus for their education, and thus there is a requirement that roughly a fifth of the course time is devoted to Vocational Studies. Accordingly, one approach to CPVE is to present most, or all, of the course in vocational terms — in other words, complete integration of Core and Vocational Studies. For example, students who think they would like to work in business and administration can then be presented with a business and administration course in which the core skills and knowledge are developed within the business studies. In this way, instead of learning numeracy skills in the abstract in a 'Numeracy' lesson, students can learn them in the bookkeeping lesson, where they will be able to see the point of acquiring such skills, and where they will also have the motivation to learn, because they will want the numeracy skills to enable them to keep financial accounts.

Similarly, many students may find writing essays an activity whose only point appears to be to pass an exam. However, if they are interested in business they can learn the same skills of structured writing and develop the same ear for the subtleties of wording and tone by working on business documents such as publicity leaflets and committee minutes. 'Business Communications' will thus be a more interesting and relevant application of language skills than the formal academic essay which has little direct application outside the world of academic study.

Again, history and geography can be learnt in the form of the industrial, social and environmental studies of the vocational area (the Introductory and Exploratory Modules) which the students are interested in. The difference is that students would see that such studies would not be for the sake of learning history and geography as ends in themselves, but learning relevant history and geography for the sake of reaching a better understanding of the world which they experience.

The thematic CPVE

If the Core is not to be completely integrated with the Vocational Studies, and if it is not to be taught as separate Core subjects, then there will need to be some other organising principle to determine how it is presented to the students. The best way to do this may be to present it as a series of themes. Since CPVE is based on the belief that it is the transition to adult life which provides the most effective focus of learning, the themes would most naturally deal with topics such as the young adult as a consumer and a citizen, employment issues and rights, managing personal finances, the arts for pleasure, sport and recreation, and the themes associated with personal and social education. Many schools and colleges have found mini-enterprise or mini-co-operative projects a successful theme for introducing students to the world of work, something which could also be regarded as generalised form of vocational studies. It is also possible that a school or college might be able to offer themes which are not

specifically related to adult life and employment but arise from particular staff interests, expertise or facilities. For example, a school with a particular strength in Media Studies might find this a successful way of presenting Core studies.

Consortium integration

The choice of approach should depend predominantly on the needs of the students, but it will also be influenced by the resourcefulness and facilities of the institution. A consortium arrangement, in which several institutions collaborate, can significantly extend the possible range of approaches. It is often assumed that the role of a college within a consortium is to provide the Vocational Studies, leaving schools to deal with the Core. This can easily produce a very disjointed course in which the students' day at college has no apparent connection with the rest of their week at school. Ideally, the school and college components should be integrated in some way. The school could perhaps undertake some vocational studies: the Introductory and Exploratory modules do not necessarily require specialist vocational teachers. Or the school could support the college's contribution by dealing with general vocational issues such as health and safety at work or trade union and employment rights.

Course design steps

The course team members therefore face a complex task in designing CPVE course. They need to design a course which is presented in vocational or thematic terms, but in such a way that students learn Core competences and have the opportunity to focus their personal vocational intentions. They need to combine this with the syllabus requirements of whatever qualifications the students are to take in their course. This design work can be tackled by taking the following steps.

Step 1: Year plan

The first step must be to decide how the course is to be presented to the students, in what ways the sections of the timetable and the year will be labelled. For example, will the timetable periods have thematic or vocational titles, or will some be subject-specific? Will the vocational studies be designated 'Introductory' modules in the first term and 'Exploratory' in the second term, or will there be a different pattern?

At this stage, it is necessary to decide on the role of the different institutions involved and the contributions of the different members of the teaching team. Although the course team may be made up of a Numeracy teacher, a Communications teacher, a Business Studies teacher, an historian and so forth, each teacher will need to see themselves as contributing a particular expertise to a programme of thematic or vocational studies rather than providing lessons in Numeracy or Communications as such. However, they will also need to ensure that they cover the requirements of the syllabuses of whichever qualifications the students are taking.

In short, the step must be to design the year plan and weekly timetable. Figure 3 shows an example. In this case, the course team members have decided to represent the course in vocational terms since they have a group of students who are all interested in careers in business and administration. The year is presented primarily as a series of mini-enterprise/mini-co-operative projects which the students will undertake. The timetable is presented as different types of business skills and knowledge which are needed

PROJECTS TO BE COVERED DURING THE YEAR

1 *INTRODUCTORY MODULE*
Creating an Exhibition (on Business and Administration)

BUSINESS AND ADMINISTRATIVE ACTIVITIES

2 *SETTING UP THE OFFICE ORGANISATION*
What different departments do; roles, equipment, materials, files and forms. Some simple administrative tasks to test the organisation's effectiveness.

3 *LEISURE CENTRE*
Running an imaginary leisure centre. Bookings, membership, enquiries, complaints, special functions.

4 *EVENTS*
Organising school or college events such as Open Days, Parents Evenings, social or theatrical events, discos, parties … including Students Union events and staff functions.

Providing general administrative help to Students Union, Parent-Teacher Association, etc.

5 *STUDENT TRAVEL AGENCY*
Educational and pleasure visits and trips. Organising such trips on behalf of the school or college, or as commercial ventures selling to students, teachers, parents and local groups.

6 *CHARITY FUND RAISING*
Various ventures, from simple bring-and-buy sales and sponsorship events to helping in the running of a High Street charity shop.

7 *STUDENT ADVICE AND INFORMATION CENTRE*
Finding out and presenting information on such topics as employment rights, health and safety at work, trade unions, consumer issues, and organisational structures.
(A way of learning more about business and administration.)

8 *STUDENT PUBLICATION*
Publishing, 'printing', and distributing a student newspaper or magazine. Selling advertising space.

YEAR PLAN

	Weeks	
Term 1	1-3	INTRODUCTORY MODULE* project in all classes (two weeks to gather information; one week to create the exhibition)
	4-6	SETTING UP THE OFFICE ORGANISATION (Actual project to run on last two days of week 6 in all classes, remainder of time for learning specific skills and knowledge needed.)
	7-9	LEISURE CENTRE SIMULATION EXERCISE (Actual project to run on last two days of week 9 in all classes; remainder of time for learning specific skills and knowledge needed.)
	10-14	EVENTS (ORGANISING A CHRISTMAS DISCO FOR STUDENTS UNION) (Project to run all day each Friday for these weeks, with teachers providing appropriate support in their own classes during the remainder of the week, as agreed in weekly team meetings.)
Term 2	15-17	WORK EXPERIENCE**
	18-20	STUDENT TRAVEL AGENCY (ORGANISING DAY TRIP TO FRANCE AT HALF-TERM) (Project to run all day each Friday for these weeks, with teachers providing appropriate support in their own classes during the remainder of the week, as agreed in weekly team meetings.)
	21-23	CHARITY FUND RAISING (Project to run each Friday, supported in other classes, as usual.)
	24-27	INFORMATION CENTRE (to operate one hour each lunch time in final week of term. What information is to be gather/learnt in each lesson to be decided in weekly course team meetings.)
Term 3	28-32	STUDENT PUBLICATION (To be published weekly in weeks 30-32) (Project to run each Friday, supported in other classes, as usual.)
	33-34	Final Portfolio and Summary of Experience preparation.

* This Introductory Module is illustrated in figure 6.
** Although in this example work experience takes the form of a single three-week block, other patterns are of course possible, such as three separate one-week blocks, or one day a week throughout the year.

WEEKLY TIMETABLE

	9.00		Midday	4.00
Mon	Bus. Com.	IT	Bus. Procds	Finance
Tues	IT	Finance	Bus. Com.	Bus. Procds
Wed	Finance	IT	Additional Studies	
Thurs	Bus. Procds	Bus. Com.	IT	IT
Fri	Bus. Procds	Bus. Procds	Bus. Com.	Finance

Bus. Com. = Business Communications
Bus. Procds = Business Procedures

Figure 3

Source: *Business Venture*, P. Coates, Oxford University Press, 1989.

Figure 4 **EXAMPLE OF INTEGRATED SCHEMES OF WORK MATCHED TO YEAR PLAN**
(Source: *Business Venture*, P. Coates, Oxford University Press, 1989)

1 *INTRODUCTORY MODULE*
Creating an Exhibition (on Business and Administration)

BUSINESS AND ADMINISTRATIVE ACTIVITIES
(Exploratory and Preparatory Modules)

	Skills and Knowledge			
	Business Communication	*Finance*	*Business Procedures*	*Keyboarding and IT*
2 *SETTING UP THE OFFICE ORGANISATION* ***What different departments do, roles, equipment, materials, files and forms. Some simple administrative tasks to test the organisation's effectiveness.***	Layout and design Memo	Petty cash	Organisational structure Reception Stock control Filing	How to operate a keyboard
3 *LEISURE CENTRE* ***Running an imaginary leisure centre. Bookings, membership, enquiries, complaints, special functions.***	Telephone Letters	Percentages	Invoices Mail	Typing layout and display Touch typing
4 *EVENTS* ***Organising school or college events such as Open Days, Parents Evenings, social or theatrical events, discos, parties … including Students Union events and staff functions.*** ***Providing general administrative help to Students Union, Parent-Teacher Association, etc.***	Meetings, agenda and minutes	Costing and pricing Accounts (Analysed Cash Book, Bank Account, Receipts and Payments Account)	Types of business organisation Meetings Banking	It in business Word processing
5 *STUDENT TRAVEL AGENCY* ***Educational and pleasure visits and trips. Organising such trips on behalf of the school or college, or as commercial ventures selling to students, teachers, parents and local groups.***	Questionnaires Reports Reference books Publicity materials	Graphs and charts	Market research	Databases
6 *CHARITY FUND RAISING* ***Various ventures, from simple bring-and-buy sales and sponsorship events to helping the running of a High Street charity shop.***				Spreadsheets
7 *STUDENT ADVICE AND INFORMATION CENTRE* ***Finding out and presenting information on such topics as employment rights, health and safety at work, trade unions, consumer issues, and organisational structures.*** ***(A way of learning more about business and administration.)***			Employment rights Trade unions Health and safety Consumer issues Organisational structures	Viewdata systems
8 *STUDENT PUBLICATION* ***Publishing, 'printing', and distributing a student newspaper or magazine. Selling advertising space.***			Reprographics	Desktop publishing
	LEADS TO GCSE English	*LEADS TO* GCSE Maths RSA Bookkeeping	*LEADS TO* CPVE Vocational Modules RSA Vocational Certificate (Clerical) Diploma Office Procedures (Also covered in part by the Business Projects.)	*LEADS TO* RSA Typing Various possible City and Guilds IT qualifications

for such projects. In teaching those skills and knowledge the teacher will also be preparing the students for various qualifications, including CPVE Vocational Modules (which are in part also covered by the mini-enterprise projects), GCSE, RSA and City and Guilds. The integrated schemes of work (figure 4) shows which teacher prepares the students for which qualifications.

Relevance, integration

The merit of this design is that whilst students might not find writing and calculating to be interesting activities in themselves, they may well be motivated towards such learning if they can see that those skills are needed for the mini-enterprise projects.

Step 2: Schemes of work

The year plan indicates in overall terms what students will do during the year, and this leads to the question of what will take place in individual lessons. Different members of the teaching team will have different responsibilities — for the Communications element or the Numeracy contribution and so forth — and they need to begin by identifying the skills and knowledge the students need to learn for each mini-enterprise project. This will of course be subject to negotiation with the students once the course is under way. The Core and Vocational Studies specifications provide a copious checklist of the range and type of content which could be covered. At the same time, teachers will also of course need to consider the content required by syllabuses.

The second step therefore is for each teacher, working in planning meetings with other teachers, to draw up a scheme of work for their part of the timetable. The knowledge and skills to be covered by each teacher should be arranged in such a way that they prepare the students for each successive projects. Figure 4 shows how this has been managed. For example, when the students are dealing with the Student Travel Agency project, the Business Procedures teacher covers market research, for which the Business Communication teacher provides questionnaire design and report writing, while the Finance teacher ensures that the students have the skills to present the market research findings in graphs and charts within the report.

For the sake of clarity these schemes of work do not show the sequence of topics to be covered for the other qualifications which the students will be taking. The primary purpose of these schemes is to justify to the students the topics shown by relating them to the mini-enterprise projects. However, each teacher will also need a more detailed scheme which adds in the syllabus requirements of those other qualifications. In some cases this will done in negotiation with the students. For example, in the information technology (IT) section of the course, there are various other qualifications for which the students could prepare, depending on their interests and how those interests develop during the course.

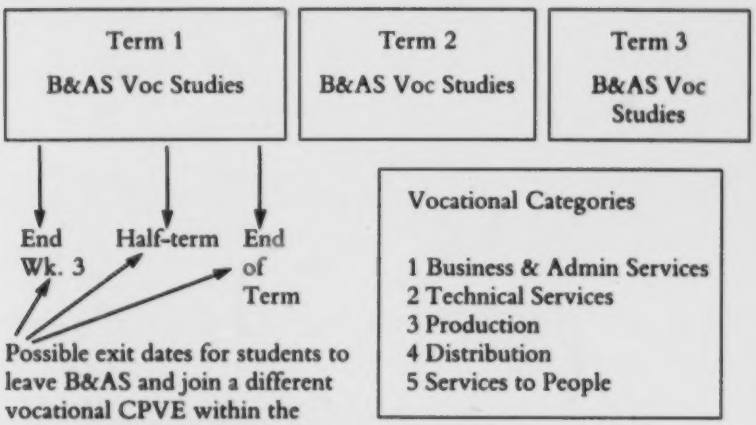
Focusing vocational intentions

It is also necessary to consider how students will focus their vocational interests during the course — an important feature of CPVE. In the example we are considering, the course is concerned entirely with business administration, and the vocational focusing takes place through students progressing from Introductory and Exploratory Modules to specific

Preparatory Modules appropriate to their individual interests. If, in the course of studying Business and Administrative Services, a student decides that this is not the vocational area for them, they would need to move to a different vocational course within the CPVE consortium. This would be possible if the consortium consisted of various separate, vocationally specific courses. Figure 5a illustrates this.

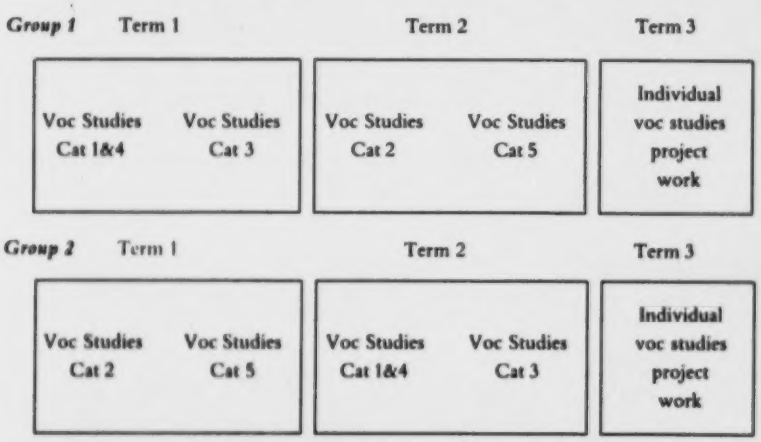
If, however, most of the students in a consortium begin their CPVE with few if any definite career interests, then the consortium's courses might need to provide for substantial vocational sampling throughout the year. This is illustrated by Figure 5b.

Figure 5a: Arrangements for vocational focusing — Parallel vocationally specific courses



Possible exit dates for students to leave B&AS and join a different vocational CPVE within the college. In this type of CPVE course, the students would probably start Preparatory Modules from the beginning of the year, and cover the Introductory and Exploratory Modules concurrently at the beginning of the course.

Figure 5b: Arrangements for vocational focusing — Vocational sampling courses



This design would allow students to remain in one group for the entire year and so sample all five vocational areas, or to change between one group and the other at the end of each term or half-term to concentrate on certain vocational areas. In this type of course the students would spend most, if not all, their time on Introductory and Exploratory Modules.

Step 3: Individual learning programmes and negotiation

It is an important principle of CPVE that students should be able to negotiate with their teachers both what they will learn and how they will learn it. This is so that their course is not simply something thrust upon them, but a joint, collaborative process in which they have as much an active a responsibility as the teacher and the college.

In principle, there are two ways in which individual learning programmes can be achieved. First, it may be possible to provide whole groups of students with a choice of course content in the sense that students can choose between a Typing class and an IT class, or between a Business and Administrative Services CPVE and a Services to People CPVE. There is of course a strict limit to the amount of curriculum choice can be provided in this way, since each class requires a teacher and a classroom, and dividing up the group into separate classes for certain options becomes an expensive use of resources unless there are sufficient groups of students to maintain the same overall staffing ratios.

The second sense in which scope for negotiating learning is possible is for the teacher to discuss and agree with the students the particular learning activities that the class as a whole, or individual students, will engage in. Thus, if it is not possible to provide separate Typing and IT classes, the two types of learning could be pursued in different proportions within the one class based in a computer room. Alternatively, some students could negotiate to spend most of their time concentrating on typing skills, using touch-typing tutorial packages on the computers, whilst other students used their computers to learn about other applications packages and broader aspects of IT. This principle of separate activities within the one class can also be useful for offering very flexible Introductory and Exploratory Modules. These modules are much the same, whatever the vocational area; finding out about the nature and employment prospects of Business and Administration is very similar to finding out about the nature and employment prospects of Services to People, except that the student would visit leisure centres rather than offices. In this way, it would be quite possible for one teacher to have students pursuing five different Introductory Modules within the same class at the same time. Individualised learning programmes are made possible by activity-based learning, although it may require a bank of learning materials and a choice of assignments to offer students, or perhaps outline assignment which can be used in different ways to suit the requirements of individual students.

OPERATING THE COURSE DESIGN

Learning objectives and assessment

The course design produces learning objectives expressed in general terms, but they are not sufficient for the work of the individual teacher or to direct the students' learning. Teacher and student both need a very clear and detailed conception of the learning which is being aimed at. For example, it is not sufficient to say that students should improve their communication skills, because this simply raises the question of what these skills are. Are they spelling, or non-verbal communication, or correct sentence structure, or something else? If they do include these things, then what degree of skill in spelling and non-verbal communication should the students be working towards? Unless the learning objectives can be formulated fairly precisely, the students and the teacher will not know where they are heading or whether they are making any progress towards that destination.

In short, effective learning requires that both student and teacher are able to make continual assessments of progress towards learning objectives. Assessment is not a separate activity applied to the end of the learning process; it is an integral part of it. Therefore, the first step in implementing the course design should be for the individual teachers to attempt to draw up precise learning objectives to present to the students for negotiation.

Specifying learning objectives

There are several ways in which precise learning objectives can be specified.

Profile statements

In profiled assessment, learning objectives are identified in descriptive statements. The more specific and detailed these statements can be, the more they will be useful to direct and assess learning. As a general principle, it is best to identify specific pieces of work, but sometimes, as in the case of Module Summaries or in course planning, it is necessary to try to describe learning in general terms. Nonetheless, it is important to make these descriptions as specific as possible. For example:

> 'Calculations with numbers and quantities'

is too vague. It could be made more specific by saying:

> 'Calculations consisting of foreign currency conversions, converting decimals to fractions, and multiplications involving decimal points, assigning the decimal point to the correct place.'

Similarly,

> 'Showing initiative in seeking and gathering relevant information from a wide variety of sources.'

could be improved by saying:

'Using reference books such as a dictionary, trade directories and an AA book. Displaying initiative in choosing appropriately between different sources of information such as the library, an enquiry office and a questionnaire survey.'

However, general statements of skills and attainments, no matter how much they are expanded, will inevitably tend to remain ambiguous, precisely because they are general statements. Learning objectives become more specific the more they refer to specific tasks, which represent a particular example of the general objective. This is the basis of the second approach.

Specifying particular attainments or tasks

The teacher could present to the class a range of assignments or activities of increasing difficulty, and explain to the students the skills and knowledge that was required for each assignment. This should give the students a clear idea of the learning objectives to work towards. Assessment is then simply a matter of which assignments the students are able to complete. If there are four assignments of increasing level of difficulty offered during a term, then a student who achieves three of the four assignments has progressed three-quarters of the way towards the learning objectives set at the beginning of the term. This approach can be applied in different ways. For example, instead of giving the whole class a series of assignments of increasing difficulty during a term, the teacher could provide easier and more difficult versions of the each assignment every time an assignment was set.

Here is an illustration of how this approach might work in the case of teaching and assessing social skills.

The teacher might explain to students at the beginning of the term that the term's work in that lesson would concentrate on the skill of dealing with customers, and it would be developed through role play. A standard reception situation would be used throughout the term, and in each role play the aim would be to send the customer away feeling satisfied. The first assignment would involve dealing with a routine enquiry from a good-tempered customer. The second assignment would be to deal with a customer who has been given some reason to be a little irritated or confused. The third assignment would be to pacify a customer who is absolutely livid and begins by insisting on seeing the managing director.

The three situations would involve the same basic skills of dealing with customers, but to different degrees. The measure of the students' social skills by the end of the term would be the level of assignment they had successfully achieved.

It may be difficult at first to specify learning objectives in these ways for the whole year or for a term's work. Here, therefore, are two further approaches to effective assessment for individual assignments. Again, they rely on making learning objectives, the criteria of assessment, explicit.

Comments

During a course, the main value of assessment is to guide and monitor student learning (and hence the quality of the teaching). Therefore, one of the most important aspects of assessment is the

The nature of the comments and discussion must be appropriate. The comments must be supportive, positive and encouraging. However, they must also help the student to see what their specific learning objectives are and what progress they are making towards them. The comments also need to refer to the same, or related, learning objectives from one piece of work to the next, otherwise the students will not understand what they are supposed to be learning, and it will not be possible to judge progress.

Thus, poor assessment practice would be:

> 'Well done. Keep up the good work.'

Whereas good assessment practice would be :

> 'Well done. This work is much better than your last piece because it is neater and you have made fewer spelling mistakes. Your use of capital letters and full stops is also improving: you only have three such mistakes this time compared with ten in your last piece of work. Try to get all the full stops and capital letters correct in your next assignment.'

The learning objective should be clear enough for the students to be able to offer their own judgement of what they have learnt. For example:

> 'The assignment said we had to show "initiative in obtaining information", and I think I've shown more initiative in ringing up British Rail than in looking at the timetable in the library because I've got the most up-to-date information.'

An extension of this approach is to describe in advance, rather than retrospectively in the comments, what qualities the student should have in their work.

Describing what a good piece of work would be like

This approach is to give the students a clear idea of the type of work you are seeking from them — in other words, the learning objectives for that assignment. The assignment instructions can contain a detailed descriptions of how the assessment will be carried out. For instance:

'This assignment will be assessed according to the following criteria:

Obtaining Information

Level one	The assignment will contain the information asked for, but the information will not be as accurate as Level two.
Level two	The information will be largely correct, i.e. train times correct to within one hour, all names and addresses spelt correctly, and currency conversion correct to within £0.10.
Level three	The information will be completely and exactly correct.

Use of charts and diagrams

Level one	The pie chart showing the cost of the trip will be titled and each part of the pie labelled with ...etc.

It may be possible to present these levels of attainment in the form of a profile based specifically on the learning objectives of the assignment work.

If these learning objectives, i.e. these criteria of assessment, appear in assignments throughout the year, it will be possible to see whether students are improving their levels of skill. Of course, the teacher has to try to make the skill levels roughly comparable from one assignment to another. Thus one assignment may involve drawing a pie chart whereas the next entails a line graph, but level 1 in each assignment would represent a chart or graph which was correctly titled and labelled even if the other features of the chart or graph were wrong.

Assignment design

Active learning

It is important to enable the students to learn through activities and experience, rather than by listening to the teacher and taking notes. This does not mean that the teacher should never speak to the class as a whole, or formally explain information and procedures, or dictate notes. It means that these techniques should not be the main form of learning, but an occasional form used within some larger-scale activity. For example, the larger-scale activity could be a project on buying and selling procedures, for which students would need to be able to calculate percentage discounts on invoices. In this context, a formal one-hour lesson on calculating percentages might well be appropriate, especially if the students' struggles with assignment prompted them to ask the teacher, to 'negotiate', for such a lesson.

These considerations suggest that the design is likely to be a course made up primarily of assignments, with teaching directed towards providing the students with the skills and knowledge needed for each successive assignment. The assignments could be a mixture of short-term ones, which could be done in a few hours of class time, and longer-term ones, which might require a week or more to complete. The assignments would not be merely tasks which tested whether the students had learnt the certain skills and knowledge, but, equally important, tasks which in themselves enabled the students to learn. In order to integrate the different components of the timetable it might be useful to make some assignments part of periodic large-scale project work such as mini-enterprise/mini-co-operative activities.

Assignment features

Assignments should have the following features.

- **Promote learning**
  They should not simply test student learning, but also enable students to learn through carrying out the assignment.

- **Activity-based**
  They should be more than reading, writing and paper-based work. They could include obtaining information from libraries, interviews, surveys and computer-based sources. Students can present information in various ways: orally in talks or interview; on paper (displays, leaflets, charts, diagrams, tables); in photographs; on video. Activities can include students working in groups, using workshops, equipment, computers and telephones, and mini-enterprise/mini-co-operative projects. This is illustrated in Figures 6 and 7

Figure 6: ***Activity-based Assignment Learning:***
Business and Administrative Services Introductory Module Assignments

Introductory Activity

CREATING AN EXHIBITION

Outline of the Activity

In this Activity you create an exhibition about Business and Administration. The purpose of this is to give you an understanding of what Business and Administration are, and what employment opportunities they hold for you.

There are several sections to this Activity. Each section gives you some of the information you need, and forms part of the exhibition.

Section

1 Understanding the Economy: The Standard of Living Game.
A game which explains what the economy is and how Business and Administration fit into it.
2 Surveying the Local Economy: Finding out about the economy in your area.
In this section you apply what you have learnt in the previous section. This helps you to understand further the economy of which Business and Administration are a part.
3 Jobs in Business and Administration
This section shows you what Business and Administration are, what job opportunities there are, and what qualities are required for those jobs.
4 Personal Qualities - What Sort of Person Are You?
A self-assessment quiz to help you match your own personal qualities to those required by the different types of jobs in business and administration.
5 The Exhibition - How to Organise It
Some ideas on what you exhibition could be like, and how to arrange it.
6 Assessment Profile
This enables you to assess what you have learnt in this Activity.

Remember that you are going to put all this together in an exhibition. There are suggestions on how to do this in each Section, but you might find it useful to begin by looking at Section 5, and thinking about what your exhibition will be like.

Then, in each Section, you have to decide in detail what each person is going to do. For example, in Section 2 it is not necessary for everyone to do everything. Some people could do one type of survey while other people do a different survey. Different people can do different parts of the same survey or do the same survey in a different way - perhaps in the form of a slide show instead of a visual display.

Adapted from: *Business Venture*, P Coates, Oxford University Press 1989.

Figure 7: ***Example of Activity-based Assignment***

Jobs in business and administration

In this activity you find out about the types of jobs in business and administration.

They can be in any organisation that needs an office to keep things organised: local councils, companies, large stores, travel agents, hospitals, factories, and small businesses.

How to find out about these jobs

1 Look at Section 3 which describes the basic types of jobs.

2 Look at the job advertisements in the local newspapers and the job centre. Notice:
- the job title: receptionist, filing clerk, etc.
- what the person has to do in the job: dealing with enquiries from the public, filing medical records, etc.
- what age and qualifications are expected.

3 Visit your local careers service or talk to your careers teacher to get more information. See if it is possible to visit or speak to the personnel department of a large local organisation to find out what types of office jobs are available.

4 Find someone who has an office job, and interview them. This could be a friend, relative, or day-release student in your college, or someone in your school or college office. Your teacher may be able to help. If possible try to visit the person at work and get them to show you what they do. These are the sorts of questions you could ask them:

What is their job title?
What do they do in their job? Make sure they list **all** the things they do.
How long have they been in their job?
What qualifications and experience did they need to get the job?
Do they enjoy it?
What do they like most and least about it?
Are there any promotion prospects?

The General Clerk
Newspaper adverts
Qualifications needed
Duties
Interview
Sangita Parmar is a General Clerk in the local Council Housing Department
Interview recorded Sept 18th 88
Listen to Sangita Parmar describe her work
Press play button
Please rewind at end

Hints
Cut out newspaper job advertisements.
Collect any relevant leaflets.
Make a tape recording of your interview.
Take photographs of the person at work.

Adapted from: *Business Venture*, P Coates, Oxford University Press 1989.

- **Cover sheets and instructions**
  To present the assignment clearly, both to the student and to third parties examining the student's portfolio, assignments should have a standard cover sheet which explains the learning objectives of the assignment and includes relevant information such as the title, date, names of the student and teacher, and the conditions under which the assignment was carried out (time allowed, information provided, and the amount of assistance from the teacher and other students). The cover sheet should also provide space for the teacher and the student to record the assessment of the extent to which the learning objectives were achieved.

  It is useful to include the assignment instructions in writing so that a person reading the portfolio can see exactly what tasks the student was set and with what information and guidance.

Guidance and counselling

The weekly tutorial

Regular, planned and detailed guidance and counselling for each student on an individual basis is an essential requirement for effective learning. A CPVE course should include a weekly tutorial in which the course tutor can not only deal with administrative matters but also spend time with individual students discussing work and progress. One way of handling this is for the tutor to see all the students together at the beginning of the tutorial to deal with general and administrative issues, and then to see individual students, perhaps for fifteen minutes each. On this basis, a one-hour tutorial would allow the tutor to see three students a week, which would probably mean that each student in the class would see their tutor on an individual basis about twice a term. In order to ensure that this individual tutoring takes place in a planned and regular fashion, a schedule of names and dates for individual tutorials should be drawn up at the beginning of the year.

Other arrangements are also possible. For example, the tutorial responsibilities could be shared amongst all the staff involved in teaching CPVE. Each teacher might then have only two or three CPVE tutorial students, and this would ensure that each teacher had an active involvement in the tutorial function.

Progression

If students are to progress from CPVE to another course or to employment they need to be able to show admissions tutors or employers what skills, knowledge and understanding they have attained. This is the role of the portfolio. If it is to achieve this aim, it must be assembled in such a way as to provide the information which the admissions tutors or employers needs.

Making portfolios more revealing

- **Include the assignment instructions**
  If the people reading the portfolio cannot see what the student has been asked to do, they are unable to judge how well the student has done it.

- **Explain what information the student was given**
  'Using the attached train timetables, and the hotel guides in the college library, work out an itinerary ... etc.'
- **Describe the circumstances in which the work was carried out**
  e.g.'To be completed within 10 hours of class time.'
- **Include detailed assessment comments**, especially comments explaining how much help and guidance the student received, whether from other students or the teacher.
- **Make sure the portfolio is well-organised and clearly arranged**
  A contents page and coloured tabs may help the reader to find the information they are looking for.

Local progression agreements

Local progression agreements are agreements between CPVE staff and admissions tutors about what attainment students will need to progress to particular courses and what would count as evidence of those attainments. Such agreements can often be extremely valuable for the contact and discussion they generate between CPVE and admissions tutors. This in itself helps to ensure that CPVE students are sympathetically interviewed by the admissions tutor. It will also help the CPVE staff to ensure that their course covers the skills and knowledge required for the courses for which students are applying.

In such progression agreements the admissions tutors need to give very precise information to the CPVE staff about what skills and knowledge students will need. This can be very difficult to describe in generalised terms. For instance, it is very difficult to describe the level of reading and writing ability required for a course. One way of dealing with this is for the admissions tutor to supply examples of the type of work the student would be asked to do during the first few weeks of the course. The CPVE staff can then incorporate these or similar assignments into the CPVE course. If students include these pieces of work together with detailed assessment comments in their portfolios, admissions tutors can see for themselves how the students would be able to cope with the course for which they are applying.

EVALUATING THE COURSE

No matter how thoroughly the designing and implementing of the course have been carried out, it is important to check that the course is operating effectively. This course evaluation would normally take place at the end of each academic year, although some aspects of the evaluation, particularly those dealing with student progression, may need to be dealt with in the autumn when more complete information is available. It is useful to make the evaluation the subject of a special course team meeting, and to use the results as the basis for planning the course for the next academic year.

The course evaluation can be carried out by working through a checklist such as the one which follows.

Course design

Analysis of students' needs and interests

Does the CPVE course fit appropriately into the overall school or college provision?

What interests and learning needs did the students have?

On what evidence was the perception of students' needs and interests based?

What evidence is there that the course design met those needs?

Course presentation

Were the timetable and year plans presented in appropriate terms (vocational or thematic, etc.)?

What was the students' reaction when the course was presented to them (at the enrolment interview, or when they received their timetable)?

Did the students' perception of the course change during the year?

Course structure

Did the course contain the appropriate components in appropriate proportions? Specifically:

- Was the balance between Core and Vocational Studies appropriate?
- Were all the areas of the Core dealt with in appropriate proportions?
- Were the range and sequencing of the Vocational Studies modules appropriate?
- Were the Additional Studies appropriate? Did they interfere with the pre-vocational principles of the CPVE course?

Course implementation

Learning objectives and assessment

Were clear, explicit and precise learning objectives/assessment criteria offered to the students in the form of:

- proposed schemes of work for the year from each teacher;
- objectives for each assignment?

Were these learning objectives/assessment criteria clear enough for the students to understand them and to discuss them with their teachers?

Were students offered a graduated and sequential learning objectives to work through?

Was *all* the students' work assessed; if not, should it have been?

Did students and teachers have an equal part in the assessment?

Was the assessment appropriately recorded (positively and descriptive comments rather than grades)?

Did the assessment appropriately record the full range of students' attainments?

Assignments

Did the assignments enable students to learn through activities?

Did the students find them interesting, enjoyable and useful? What evidence is there for this?

Were *all* the assignment instructions and learning materials smartly presented (clean, typed, attractively designed)?

Did the assignments have cover sheets containing appropriate information about learning objectives/assessment criteria, start and finish dates, instructions, background information and attachments, etc?

Guidance and counselling

Was regular, timetabled and planned tutorial review and guidance provided for each student on an individual basis?

Was this provision adequate and effective? What evidence is available for this?

What evidence is there that students were able to raise personal problems with their tutor and that the tutor was able to provide effective help and support?

Were tutors able to refer students to appropriate agencies for further help and guidance?

Negotiation

Did the course design allow students to negotiate different options within the course?

Was there genuine negotiation of learning objectives, assignment tasks, learning methods and assessment within each part of the timetable?

Course management

Was the course adequately planned and prepared before it began?

Was there a named course co-ordinator from the planning stage onwards?

Were course team meeting held regularly, with good attendance, and properly prepared, conducted and minuted?

Were the course team meeting effective?

Was the course appropriately and effectively publicised?

Was the recruitment of students satisfactory; specifically:

- Were the administrative arrangements effective?
- Were students offered appropriate and unbiased information and advice in the interview, and referred to other courses where appropriate?
- How were the learning needs and attainments of the applicants assessed? Were these methods appropriate?

Resources

Was the course provided with sufficient resources in terms of class contact time, teaching materials, equipment and expenses?

Progression

Were students' portfolios and summaries of experience assembled appropriately?

What local arrangements exist to ensure appropriate progression for CPVE students?

What are the actual destinations of the CPVE students? Are these satisfactory and appropriate?

Is there evidence that the CPVE course was a more effective route of progression than alternative courses? Would the students have achieved better or more appropriate results, and progression on an academic or vocational course?

Staff development

Were all the staff involved in the course provided with sufficient opportunities and facilities to develop the knowledge, skills and understanding needed for CPVE?

APPENDICES

Appendix 1

CPVE SPECIFICATIONS: A SUMMARY

This Appendix is a summary of the CPVE specifications in effect from September 1989.

Outline

In outline, the specifications require that students spend from 500 hours to two years learning some skills and knowledge which are of general value in adult life (the 'Core') and some skills and knowledge relevant to specific forms of employment (the 'Vocational Studies'). Individual schools and colleges are allowed a great deal of freedom to decide just what these skills and knowledge should be, and therefore GCSE, 'A' level, BTEC and other qualifications can readily constitute the basis of a CPVE programme. CPVE certification takes the form of a record of achievement — written comments describing what students have done.

What is distinctive about CPVE is the requirement that the learning programme should be designed and managed in such a way as to maximise the students' learning capacity, and that the learning programme should not be simply directed towards a qualification but should consist of what is of value and interest to all students for their own life and work.

Background

Structure

CPVE is administered jointly by BTEC and City and Guilds in the form of the Joint Board for Pre-Vocational Education. This Joint Board is the formal governing body; the day-to-day administration is carried out by the Joint Unit (46 Britannia Street, London WC1X 9RG, tel 01-278 3344).

Development

CPVE was established in 1984. Following a national evaluation in 1987/88, the specifications were modified, particularly to make CPVE more flexible as a framework (see below) in which students could prepare for a variety of qualifications, not simply the CPVE award. The specification and assessment of the Core were simplified, and the process of altering some Preparatory Modules to secure NCVQ recognition was begun. These revised specifications came into effect in September 1989.

A curriculum framework

CPVE is described as a 'curriculum framework'. This means that it is not simply a syllabus, and the specifications do not provide a ready-made course. Instead, it is a set of course components and principles from which each school or college or consortium has to design its own course.

Increasingly, as CPVE comes to refer not so much to a separate course — separate, that is, from an 'A' level course, or a GCSE Mature course — but rather the way in which all these courses are operated, the term 'CPVE course' is tending to be replaced by 'CPVE programme'. Thus, the 'programme' is the entirety of the student's activities in the school or college, and within that programme there may be various courses: for example, an 'A' level course, or a first aid course, within the CPVE programme.

Programme components

The CPVE programme is assembled from the following components.

The Core

The idea of the core is that a CPVE programme should develop in all the students skills and knowledge which are of value in life and work generally. It is for the programme designers, the teachers and students, to decided exactly what these are, but the specifications provide some overall guides. The original specifications described in immense detail what such skills and knowledge might be, and those specifications continue to be a valuable quarry of detailed ideas on what could go into the core of a CPVE programme. The revised specifications simply suggest that such skills and knowledge could be regarded as coming under five main headings:

1 Communication and Social Skills
2 Applied Numeracy
3 Problem Solving
4 Science, Technology and Information Technology
5 Social, Industrial and Economic Awareness.

Under each heading, the revised specifications offer a brief elaboration of the what is meant by the heading and illustrate how such learning could be interpreted in specific contexts (reproduced at the end of this appendix).

It is most important to recognise that the Core is not a syllabus to be slavishly worked through; it is, within the overall bounds of the five headings, whatever the teachers and students decide would be of general value to adult life and work, irrespective of whatever more specialist vocational or academic learning the student may also be pursuing.

Vocational Studies

These are knowledge and skills relating to employment in particular areas. These are divided into five main categories of employment:

1 Business and Administrative Services
2 Technical Services
3 Production
4 Distribution
5 Services to People

Students' learning in vocational studies should follow three successive stages, called 'modules'. An Introductory Module gives the student a brief introduction to one of the five main areas of employment, indicating its general nature and the variety of jobs available. In an Exploratory Module the student explores a

part of that vocational area in more detail. Preparatory Modules allow the student to prepare for employment in that area by learning job-specific knowledge and skills. The table on p45 shows the main Vocational Studies modules.

The specifications for Introductory and Exploratory Modules are simply generally guidelines (reproduced at the end of this appendix) and the school or college devises its own content for the modules. In contrast, the Preparatory Module specifications are very detailed and specific, and they are published as a separate, and substantial, book.

Additional Studies This is the part of the course timetable which is available for activities additional to the Core and Vocational Studies, for example optional leisure activities.

Guidance The CPVE course must include formal provision for planned and regular guidance and counselling. This should be concerned with identifying learning targets in the light of the students' prior learning, their interests, their personal and social development, and their evolving career intentions. Equally, it must monitor, and recognise through the formal recording documents of CPVE, the students' progress and achievement in their learning.

Work experience 15 days planned work experience must be included in the programme. It can be used to allow students to achieve Core and Vocational Studies objectives.

Design principles

Course duration The programme must last a minimum of 500 hours over a period of up to two years.

Integration The Core and the Vocational Studies should not be taught as separate subjects; they should be blended together to create the programme of learning activities. Students should achieve the outcomes of at least three vocational modules, including at least one Introductory and one Exploratory module.

Activity-based learning Students should learn through activities, for example project work and practical work, rather than simply by reading, listening and taking notes.

Assessment and certification Assessment and certification follow the principles of records of achievement. That is to say, there should be regular, individual discussion between the student and the teacher to consider what should be learnt, how it should be learnt, and whether the student is making appropriate progress in their learning. The agreed outcome of these discussions should be recorded in writing, and CPVE provides appropriate proforma.

At the end of the course the student receives several documents, written during the course on the supplied proforma, which describe what the student has achieved:

- **A certificate** which describes the CPVE programme in overall terms (the name of the school or college, the five core areas, 15 days work experience, and which vocational modules have been completed).

- **A summary of experience** (An A4 page of written comments by the student and/or teacher describing such things as the student's background, development, experiences, achievements and interests.)
- **A module summary for each vocational module completed** (An A4 sheet of paper describing specifically what constituted that module for that student.)
- **A work experience summary** (Again, a single sheet of paper describing the work experience.)
- In addition, students will have a **portfolio**, a collection of their best pieces of work.

Students have to meet the minimum requirements of the programme (500 hours, 15 days work experience and three vocational modules) to obtain the Certificate, but there are no minimum requirements for the other documents.

Course management

Management structure

A CPVE course can be offered by a single institution or collaboratively by a consortium of two or more institutions. An appropriate management structure must be provided.

Approval and moderation

The school or college must obtain formal approval from the Joint Board before it can offer a CPVE course. A moderator appointed by the Joint Board makes a visit each term to offer advice and produce a written report.

Further details

Full details of the revised specifications and general information about CPVE can be obtained from:

Joint Unit for CPVE and Foundation Programmes
46 Britannia Street
London WC1X 9RG
Tel: 01-278 3344

CPVE publications and publicity materials are available from:

Sales Section
City and Guilds
76 Portland Place
London W1N 4AA
Tel: 01-580 3050

In addition, information about CPVE can be obtained from:

Further Education Unit
2 Orange Street
London WC2H 7WE
Tel: 01-321 0433

and

Regional Advisory Councils and Regional Curriculum Bases (Details of your nearest RAC/RCB can be obtained from the FEU.)

VOCATIONAL STUDIES MODULES

INTRODUCTORY MODULES	EXPLORATORY MODULES	PREPARATORY MODULES
Business and Administrative Services	Control of Organisations	Audio Typewriting Typewriting Word Processing Bookkeeping Accounting Procedures Clerical Services Enterprise Skills Reception Duties
	Services to Business	
Technical Services	Information Technology and Micro-Electronic Systems	Electrical and Electronic Systems Micro-Electronic Systems Data Handling Microcomputers and their Applications Installation and Maintenance of Equipment Printing Design and Graphics Design Processes Advertising Basic Photography
	Service Engineering	
	Design-based Activities	
	Science-based Activities	
Production	Manufacturing	Ceramics Physical Science Product Design Engineering Drawing Electronics Motor Vehicle Engineering Engineering Processes Materials Technology Fittings and Furnishings Fabrication and Welding Building Construction Construction Service Installations Finishes and Decoration Energy Conservation The Environment and Conservation Estate Maintenance Water and Game Keeping Apiculture Farm Crops Farm and Garden Machinery Food Science Horse Care Farm Livestock Horticulture Production Amenity Horticulture Agriculture Workshop Practice Floristry
	Craft-based Activities	
	Construction	
	Agriculture, Horticulture, Forestry and Allied Industries	
	(See also Performance Arts below)	
Distribution	Retail and Wholesale	Customer Service Merchandising Wholesaling and Warehousing Stock Control Buying Display DIY Retailing Services
Services to People	Health and Community Care	Nutrition Care of the Elderly Child Care Care of the Handicapped Health Services First Aid Health Studies Human Development Home and Institutional Management Food Service Accommodation Services Restaurant and Hotel Catering Popular Catering Sports Management Travel Agency Services Geography of Tourism Music Production and Presentation Visual Arts Presentation Production Skills in Performance Arts Dance Skills Hairdressing Services Beauty Therapy Newspaper and Magazine Production Audio and Video Recording Community Publishing Film and Video Production
	Hospitality including Food and Accommodation	
	Recreation Services	
	Performance Arts	
	Hairdressing and Beauty Culture	
	Media Industries and Services	

Some Preparatory modules may be of value to students in more than one category.

COMMUNICATION AND SOCIAL SKILLS

AIM: To develop students' ability to communicate in a variety of ways and situations.

OBJECTIVES: Students should be able to provide evidence of contexts in which they can...

1 Reading

- Read and understand written material
- Select from a range of written material for a particular purpose
- Assess their own understanding and use of materials they have read

2 Writing

- Communicate in writing
- Use formal conventions to achieve clarity in writing
- Access their written material for its effectiveness

3 Visual communication

- Use visual communication
- Select from a range of forms of visual communication for particular purposes
- Assess the effectiveness of the forms of visual communication used

4 Listening

- Understand the meaning of what has been heard
- Listen effectively for a particular purpose
- Assess the effectiveness of their listening

5 Speaking

- Speak appropriately to convey meaning
- Adapt their speech for a range of purposes
- Assess the effectiveness of their speaking

6 Non-verbal communication

- Recognise examples and own use of non-verbal communication
- Adapt non-verbal communication in a variety of situations
- Assess the effectiveness of their use of non-verbal communication

7 Group work

- Participate as a member of a group
- Understand and, where appropriate, adopt different roles in a group
- Assess the effectiveness of their contribution to group work

Suggested contexts

The following suggested contexts will allow some of the objectives for Communication and Social Skills (as well as other core areas) to be met. Space has been left for you to add your own examples to each list.

Work experience

For example:
— using the telephone
— responding to customers' needs/enquiries
— giving/receiving/acting upon instructions
— recognising health/safety and other signs/symbols in the workplace
— writing job/work placement letters of application

Residentials/Visits

For example:
— group planning/organisation
— letters of enquiry/confirmation
— recording residential experiences (photographs, video, tape recording, written diary, diagrams, maps, etc.)
— displaying/presenting written/oral account of activities to others
— following an ordnance survey map
— arranging/participating in visits to art galleries, exhibitions, concerts, etc., and demonstrating an understanding and appreciation

Enterprise

For example:
— group planning/organisation
— designing and using surveys, questionnaires and analysis
— designing publicity material
— participating in meetings as part of Enterprise group
— discussing/negotiating with others outside the group (e.g. bank officials, head teacher, etc.)

Practical and project work

For example:
— making written/oral reports on projects and activities
— participating in class discussion
— participating in mock interviews
— using art forms (cartoon, pen and ink, lino cutting, collage, oils, etc.) to clarify, express or explain ideas
— learning sign language or morse code
— recognising and analysing the role and use of national/local media
— producing a guide, handbook or other publicity material

APPLIED NUMERACY

AIM: To develop students' ability to use a variety of skills in a range of vocational and practical situations.

OBJECTIVES: Students should be able to provide evidence of contexts in which they can...

1 Collecting and presenting data

- Collect and record data
- Organise data into a variety of appropriate formats
- Assess the effectiveness of their collection and presentation

2 Analysing and interpreting data

- Analyse and explain data
- Analyse and interpret data in a variety of ways
- Assess the effectiveness of their analysis and interpretation

3 Calculating

- Make calculations to suit a particular purpose
- Accurately apply a range of calculation skills in a variety of situations
- Assess the effectiveness of their different methods of calculation in a variety of situations

Suggested contexts

The following suggested contexts will allow some of the objectives for Applied Numeracy (as well as other core areas) to be met. Space has been left for you to add your own examples to each list.

Work experience

For example:
- handling cash, cheques, cheque cards
- weighing and measuring ingredients or materials
- recording/checking stock
- preparing bills/receipts and receiving payments
- using cash tills, adding machines, calculators
- filing letters, documents, information

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Residentials/Visits

For example:
- costing activities for an individual or group
- handling a budget
- arranging, calculating and spending foreign currency
- following/interpreting travel timetables
- map reading
- listing and purchasing accurate quantities of goods (e.g. food, equipment, etc.)

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Enterprise

For example:
- identifying a budget
- any fund-raising activity
- designing goods (e.g. soft toys)
- carrying out and analysing market research surveys
- drawing up and interpreting bar charts, graphs, etc.
- setting up systems for recording cash flow, information, etc.

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Practical and project work

For example:
- recording and presenting data (e.g. temperature changes) over a period of time
- describing national/international financial affairs (e.g. stocks and shares)
- undertaking craft-based activities (e.g. cooking, sewing, woodwork, metal work, gardening, etc.)
- carrying out projects involving design and layout (e.g. kitchen/office planning, setting up home, displays of work, etc.)

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PROBLEM SOLVING

AIM: To develop students' ability to tackle problems in a variety of ways.

OBJECTIVES: Students should be able to provide evidence of contexts in which they can...

1 Exploration

- Investigate the nature of a particular problem
- Explore a range of possible approaches to problems
- Evaluate the effectiveness of the approaches chosen

2 Application

- Make a plan in order to approach a problem
- Apply a plan in order to approach a problem
- Assess the effectiveness of a plan in approaching a problem.

Suggested contexts

The following suggested contexts will allow some of the objectives in Problem Solving (as well as other core areas) to be met. Space has been left for you to add your own examples to each list.

Work experience

For example:
— investigating cheapest/quickest way to travel to work placement
— responding to questions from customers/clients and taking appropriate action
— finding out information or answers to questions
— investigating emergency/safety procedures (finding out common causes of injury, etc.)
— locating and rectifying simple faults in equipment

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Residentials/Visits

For example:
— planning a residential or activity
— estimating and allocating finances
— planning and following a timetable of activities

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Enterprise

For example:
— researching and deciding upon choice of enterprise activity
— planning and implementing enterprise activities taking into account availability (or lack) of resources/equipment/services
— preparing for and participating in meetings

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Practical and project work

For example:
— negotiating learning programmes
— researching common problems (e.g. wheelchair access to buildings, travelling in/between towns, etc.)

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SCIENCE, TECHNOLOGY AND INFORMATION TECHNOLOGY

AIMS: To increase students' awareness of science, technology and information technology. To enable students to acquire basic skills and confidence in the use of scientific method and technological resources. To increase students' awareness of health and safety requirements.

OBJECTIVES: Students should be able to provide evidence of contexts in which they can...

1 Awareness and application of science

- Show an understanding of scientific methods
- Select and use appropriate scientific concepts and methods for practical purposes
- Assess their understanding and use of scientific concepts and methods

2 Awareness and application of technology

- Recognise situations where technological resources can be used
- Select appropriate technological resources for use in various practical contexts
- Assess their understanding and use of technological resources

3 Awareness and application of information technology

- Recognise situations where information technology systems can be used
- Use a range of information technology systems for practical purposes
- Assess their understanding and use of information technology systems

4 Safety

- Show knowledge of health and safety requirements
- Follow health and safety procedures
- Assess their own response to health and safety procedures

Suggested contexts

The following contexts will allow some of the objectives in Science, Technology and Information Technology (as well as other core areas) to be met. Space has been left for you to add your own examples to each list.

Work experience

For example:
— recognising and using correct chemicals/substances in order to achieve appropriate result (e.g. perm solution in hair dressing, raising agent in cooking)
— computerised records/stocks, etc.
— using a word processor, telephone, fax system, etc.
— observing health and safety requirements
— applying basic first aid

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Residentials/Visits

For example:
— visiting factories, workshops, laboratories, etc.
— word processing letters of enquiry, confirmation, thanks, etc.
— identifying, obtaining and using (as necessary) first aid and other emergency equipment

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Enterprise

For example:
— using microcomputers to find, store and record information
— word processing letters, etc.
— designing and testing products (e.g. cosmetics) for use in enterprise activity
— using word processor/computers to design publicity material

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Practical and project work

For example:
— designing and producing a bulletin or newspaper using desktop publishing (or other) package
— carrying out an environmental or energy-based project
— planning a work area (e.g. office or playroom)
— developing photographic film
— undertaking a first aid course

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SOCIAL, INDUSTRIAL AND ECONOMIC AWARENESS

AIMS: To develop an ability to deal with issues related to money, legal and consumer matters. To develop an awareness of the rights and responsibilities of the individual within society. To develop an awareness of social and cultural activities.

OBJECTIVES: Students should be able to provide evidence of contexts in which they can...

1 Financial, social and legal services

- Demonstrate an understanding of the functions of a range of services
- Deal with appropriate services for a particular purpose
- Assess the effectiveness of their dealing with these services

2 Individual rights and responsibilities

- Demonstrate an awareness of individual rights and responsibilities
- Apply an understanding of rights and responsibilities with a group/community
- Assess individual behaviour in relation to group/community needs

3 Cultural and environmental awareness

- Investigate the opportunities for social and cultural activities within the community
- Participate in a social/cultural activity
- Review their involvement in social/cultural activities

4 Economic awareness

- Show an awareness of commercial and economic activity
- Participate in a commercial or economic activity
- Assess their role(s) in commercial or economic activity

Suggested contexts

The following suggested contexts will allow some of the objectives for Social, Industrial and Economic Awareness (as well as other core areas) to be met. Space has been left for you to add your own examples to each list.

Work experience

For example:
— identifying the organisation and hierarchy of employees within the work placement
— investigating the role(s) of the trades unions
— identifying the role of financial, social and legal services within the work placement itself
— work shadowing

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Residentials/Visits

For example:
— visiting and appraising local museums, galleries, exhibitions
— joining and participating in a local club (theatrical, musical, political, etc.)
— investigating and complying with any legal requirements (eg. group insurance, trespass laws)
— complying with the 'Country Code' (e.g. closing gates, preventing forest fire, etc.)

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Enterprise

For example:
— investigating, setting up and running any activity

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Practical and project work

For example:
— investigating/surveying local amenities/ facilities
— carrying out a 'setting up home' project
— undertaking any environmental project
— managing personal finance
— identifying and rectifying (if appropriate) a legal or consumer problem (e.g. faulty goods, motor accidents, etc.)
— planning an office environment

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CRITERIA FOR COMPLETION OF CPVE INTRODUCTORY MODULES

A student must complete an appropriate Introductory Module before or at the same time as associated Exploratory/Preparatory Modules.

Introductory Modules are offered in the following vocational areas:

- Business and Administrative Services
- Technical Services
- Production
- Distribution
- Services to People

Purpose

The purpose of an Introductory Module is to enable a student, with the guidance of a tutor, to:

i) assess achievements, experiences and interests at the beginning of the CPVE programme and to match these to a possible career choice;

ii) plan and undertake an appropriate introduction to a vocational area as a result of initial assessment.

Required experiences

In order to be credited with an Introductory Module a student *must*:

1. Initially, discuss and record (or show evidence through a record of achievement) skills, qualities, experiences and interests demonstrated to date.

2. Choose a particular vocational area and, with the tutor, negotiate a range of appropriate tasks which will enable the student to:

   a) identify the scale, size and scope of the vocational area chosen;

   b) identify the broad range of occupations in the vocational area chosen, and the likely entry requirements;

   c) identiify the opportunities for employment and training in the vocational area chosen.

3. Show and record an understanding of the possible working environments in the vocational area chosen.

4. Show, through tasks within the module and elsewhere, development of Core skills.

5. Show evidence of guidance and counselling during the time taken to undertake the Introductory Module.

6. Show, through assessment and negotiation, reasons for selecting a progression route, either to an alternative Introductory Module or to an appropriate Exploratory Module.

Notes for delivery

1. Completion of a Module Summary is not a required experience for an Introductory Module. However, to complete a Module Summary as an integral part of the Introductory Module would provide evidence of assessment and recording of achievement and would form the basis of a selection of Module Summaries to include in the student Portfolio or Local Education Authority record of achievement.

2. The required experiences of an Introductory Module may be met in any way the scheme chooses. A local study may be an appropriate means of delivering many of the experiences. Additionally students may undertake visits or general work activities which indicate what certain aspects of the working environment will be like.

3. Within an Introductory Module there may be recognition of some aspects of a students' prior learning experience. In this case time must be allowed in order to collect appropriate evidence for this learning.

4. It is recognised that for some students an appropriate progression route might be to an associated Exploratory Module taken at the same time as associated Preparatory Modules.

5. Evidence of each of the required experiences *must* be available for the moderator, if required.

CRITERIA FOR COMPLETION OF CPVE EXPLORATORY MODULES

A student must complete an appropriate Exploratory Module before or at the same time as associated Exploratory/Preparatory Modules.

Exploratory Modules are offered in the following vocational areas:

- **Business and Administrative Services**
  - **— Control of Organisations**
  - **— Services to Business**
- **Technical Services**
  - **— Information Technology and Micro-Electronic Systems**
  - **— Service Engineering**
  - **— Design-based Activities**
  - **— Science-based Activities**
- **Production**
  - **— Manufacturing**
  - **— Craft-based Activities**
  - **— Construction**
  - **— Agriculture, Horticulture and Forestry**
- **Distribution**
  - **— Retail and Wholesale**
- **Services to People**
  - **— Health and Community Care**
  - **— Recreation Services**
  - **— Hospitality, Food and Accommodation**
  - **— Performance Arts**
  - **— Media Industries and Services**
  - **— Hairdressing and Beauty Care**

Purpose

The purpose of an Exploratory Module is to enable a student, with the guidance of a tutor, to:

i) assess achievements, experiences and interests and match these to a further exploration of a possible career choice;

ii) plan and undertake an appropriate exploration of a vocational area in order to understand specific aspects of the chosen area;

iii) express a reasoned preference for development of particular entry-level vocational skills or further introductory/exploratory work.

Required experiences

In order to be credited with an Exploratory Module a student *must*:

1. Research and record the structure of a local business, organisation, etc.
2. Identify specific occupational roles in the vocational area and specific entry requirements.
3. Examine the employment prospects and career opportunities, locally, in the chosen occupational roles.
4. Show an understanding of the specific skills necessary to the student for an entry-level worker.
5. Show, and record, an appraisal of his/her needs and interests in respect of the prospects, opportunities and skills identified in 3 and 4.
6. Show a basic understanding of the technology, materials and terminology used in the occupational area.
7. Show a basic understanding of the role of the vocational area in the national economy.
8. Show the development of basic skills relevant to the vocational area and transferable to other vocational areas.
9. Show an understanding of legislation, e.g. health and safety, consumer protection, relevant to the vocational area.
10. Undertake a project to develop his/her interests in a particular aspect of the vocational area.
11. Show, through tasks within the module and elsewhere, development of Core skills.
12. Maintain a record of experiences and achievements in the module and associated Core areas.
13. Show, through assessment and negotiation, reasons for selecting a progression route, either to an alternative Introductory/Exploratory Module or to associated Preparatory Modules.

Notes for delivery

1. Completion of a Module Summary is not a required experience for an Exploratory Module. However, to complete a Module Summary as an integral part of the Exploratory Module would provide evidence of assessment and recording of achievement and would form the basis of a selection of Module Summaries to include in the student Portfolio or Local Education Authority record of achievement.
2. The required experiences of an Exploratory Module may be met in any way the scheme chooses according to the needs, abilities and interests of individual students.
3. Evidence of each of the required experiences *must* be available for the moderator if required.

Appendix 2

OTHER SOURCES OF INFORMATION ABOUT CPVE

From FEU:

Specifically on CPVE

CPVE bulletins
CPVE in Action, 1985
Supporting IT in CPVE, 1986
Supporting Science and Technology in CPVE, 1986
Aspects of CPVE, 1986
Progression from CPVE, 1987
Aspects of CPVE, 1988

On pre-vocational education

Vocational Preparation, 1981
Relevance, Flexibility and Competence, 1987

On assessment

Profiles, FEU/Longman, 1982
Profiles in Action, FEU/Longman, 1984 (especially Nuttall & Goldstein article)
Profiles in Context, FEU/Longman, 1987

From the Joint Board:

Focus bulletins

FURTHER EDUCATION UNIT

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Mr R L James HMI, Welsh Office Education Department
Professor P Thompson, National Council for Vocational Qualifications

Secretary

Geoff Stanton, Chief Officer, Further Education Unit

Objectives

The objects for which the **Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:

a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;
b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;
c) to carry out studies in further education and to support investigations of and experimentation in, and the development of, further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
d) to disseminate and publish information, and to assist in the dissemination and publication of information, about recommendations for and experiments and developments in further education.

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